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ABSTRACT

In 1970 the Los Angeles Superior Court ruled that the Los Angeles (California) Unified School District (LAUSD) operated segregated schools and it rendered the original order to integrate the district's schools. The School Readiness Language Development Program (SRDLP) is one of several programs developed in response to the original court order. Objectives of the SRDLP include oral language opportunities for 4-year-olds, a parent education component, a staff development component, and an evaluation component. This report presents information on student performance. Parent and teacher components are evaluated in Parts B and C. A review of data on the SRLDP indicates that the number of schools with the program has increased from 42 in 1979 to 305 schools (516 programs) in 1997-98. In 1997-98 the program served 15,480 students. Scores on the Student Profile Form, a measure developed to reflect SRLDP student performance, show that overall students are performing at 90% of the maximum possible total score. An analysis of this measure produced strong evidence of its reliability and validity. Comparisons of more than 7,500 former SRLDP students and non-SRLDP students in grade 4 supported the long-lasting impact of SRLDP. Former participants significantly outperformed nonparticipants in reading, language, and mathematics. When analysis of covariance was used to adjust for impact of intervening variables, such as gender, ethnicity, level of English-language proficiency, and family socioeconomic status, significant benefits were still apparent. The SRLDP has had a long lasting and positive effect on student achievement. Chapter 1 of this report focuses on student outcomes as measured by the student profile, and Chapter 2 compares the achievement of former SRLDP and non-SRLDP students. Appendixes contain the SRLDP reference guide, historical summaries in chart form, a list of participating schools, and the Student Profile instrument. (Contains 3 figures, 13 tables, and 9 references.) (SLD)

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**SCHOOL READINESS LANGUAGE DEVELOPMENT PROGRAM
EVALUATION: A STUDENT OUTCOMES STUDY**

Publication No. 701, Part A
March 1998

Prepared by
Ebrahim Maddahian, Ph.D.

LOS ANGELES UNIFIED SCHOOL DISTRICT
PROGRAM EVALUATION & RESEARCH BRANCH

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LOS ANGELES UNIFIED SCHOOL DISTRICT

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March 1998

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TABLE OF CONTENTS

Content	Page
Approval Page	ii
Acknowledgments	iii
Table of Contents	iv
List of Tables	v
List of Figures	vi
Executive Summary (Part A)	vii
 Introduction	 1
Background	1
Evaluation - Overview	2
 Chapter One	
Current SRLDP Student Performance	4
Target Population and Selected Sample	4
Student Profile	5
Study Results	5
Student Profile Descriptive Statistics	5
Student Performance by Schools	8
Reliability of Student Profile	11
Validity of the Student Profile	14
Discussion and Conclusions	15
Recommendations	16
 Chapter Two	
Former SRLDP and Non-SRLDP Student Performances	17
Study Results	17
Simple Comparisons Between Former SRLDP and Non-SRLDP Groups	17
Analysis of Covariance Results	19
Discussion	27
Conclusion	27
Recommendations	28
Bibliography	29
 Appendix A. SRLDP Reference Guide No. 1	 31
Appendix B. Charts: Historical Summaries	57
Appendix C. List of Participating Schools	61
Appendix D. Student Profile	66

LIST OF TABLES

Table	Page
1 Student Profile Descriptive Statistics	7
2 School Means for Each Domain and the Total Student Profile	9
3 Student Profile Item-Total Correlation Coefficients	13
4 Social/Emotional Domain Item-Total Correlation Coefficients	13
5 Cognitive Domain Item-Total Correlation Coefficients	14
6 Physical Domain Item-Total Correlation Coefficients	14
7 CTBS/U and Aprenda NCE Mean Scores	19
8 Analysis of Covariance Summary for CTBS/U Reading NCE Scores	21
9 Analysis of Covariance Summary for CTBS/U Language NCE Scores	22
10 Analysis of Covariance Summary for CTBS/U Mathematics NCE Scores	23
11 Analysis of Covariance Summary for Aprenda Reading NCE Scores	24
12 Analysis of Covariance Summary for Aprenda Language NCE Scores	25
13 Analysis of Covariance Summary for Aprenda Mathematics NCE Scores	26

LIST OF FIGURES

Figure	Page
Historical Summary	
1 Number of Schools with SRLDP	58
2 Number of SRLDP	59
3 Number of SRLDP Students	60

SCHOOL READINESS LANGUAGE DEVELOPMENT PROGRAM 1996-97 EVALUATION: STUDENT OUTCOMES STUDY

Executive Summary (Part A)

Background

In 1970, the Los Angeles Superior Court ruled that the Los Angeles Unified School District (LAUSD) operated segregated schools and rendered the initial order to integrate LAUSD schools. LAUSD was required to take "reasonable and feasible" steps to alleviate the harms of segregation.

The Court requested that LAUSD identify methods to help ameliorate the four harms of racial isolation which included: low-academic achievement, low self-esteem, lack of access to post-secondary opportunities, and interracial hostility and intolerance. Subsequently, the Court added overcrowded conditions as the fifth harm. The Court mandated that LAUSD actively promote student integration.

The School Readiness Language Development Program (SRLDP) is one of several programs developed in response to the original Court order for schools that were racially isolated.

Objectives of SRLDP include the following:

- Oral language opportunities for 4-year-old students by developing social/emotional, cognitive, and physical skills and abilities necessary for success and progress in our school system.
- A parent education component to enhance the development of parenting skills essential to a child's development.
- A staff development component to provide training for SRLDP teachers to increase their knowledge and skills of the developmental processes of prekindergarten students.

Evaluation Components

This evaluation is the outcome of a comprehensive, participatory project designed by an evaluation committee comprised of administrators, teachers, parent educators, program staff, and evaluators. The evaluation includes four components:

- impact of the program on current and former student outcomes
- nature of presented staff development and teachers' opinions on provided services
- nature of parent education instruction provided to parents and parents' opinions of provided services
- level of program implementation

Purposes

The specific evaluation objectives are:

- To examine the impact of the program on current and former SRLDP student achievement.
- To review the educational experiences presented to parents to improve their parenting skills, their knowledge of child development, and their understanding of the teaching and learning processes.
- To examine parents' opinions and utilization of provided services.
- To examine the nature of workshops provided to teachers to improve their understanding of child development and the importance of parent participation.
- To review teachers' opinions of provided services.
- To review the extent SRLDP was implemented.

Findings

This summary only presents the results of historical data, current student performances and former SRLDP student performances¹.

- A review of SRLDP historical data indicated that the number of schools with SRLDP increased more than 7 times (700%), from 42 schools (42 programs) in Spring 1979 to 305 schools (516 programs) in 1997-98. The number of students who benefitted from this program increased more than 12 times from 1,260 in Spring 1979 to 15,480 in 1997-98. The District has responded to the Court order by expanding to include almost all PHBAO (Predominantly Hispanic, Black and Other Non-Anglo) schools.
- The Student Profile Form² (a measure used to evaluate current SRLDP student performances) has a maximum score of 105 points. The average score for the District was 95, indicating students are performing at 90% of the maximum possible total score. The lowest average score for each individual school was 80, which is above 75% of the total points possible.
- An analysis of the Student Profile as an instrument produced strong measures of validity and reliability at the prekindergarten level.
- Simple comparisons of more than 7,500 of former SRLDP and non-SRLDP 4th grade students supported the long lasting impact of SRLDP. Former SRLDP students who participated in the program five years ago, significantly outperformed non-SRLDP

¹ Parts B & C of this report include parent and teacher components.

²The Student Profile Form contains a list of observable tasks that each SRLDP student is expected to perform by the conclusion of their participation in SRLDP. These tasks are categorized into three broad domains: *social emotional, cognitive, and physical*. Teachers make a judgement based on their observations, using a three-point scale indicating the quality of each task demonstrated by a student by marking "Often," "Sometimes" or "Not yet."

students in reading, language, and mathematics. This condition was true for both CTBS/U and APRENDA as measures of student performances.

- A statistical technique called Analysis of Covariance was used to adjust for possible impact of intervening variables, such as gender, ethnicity, level of English language proficiency, and family socio-economic status. After removing the impact of these elements, there still were significant differences between those students who benefitted from the program compared with those who did not receive these services.

Conclusion

The School Readiness Language Development Program has had a long lasting and positive impact not only on students' achievement but also on their parents and teachers. It should be promoted and continued.

INTRODUCTION

Background

In 1970, the Los Angeles Superior Court ruled that the Los Angeles Unified School District (LAUSD) operated segregated schools and rendered the initial order to integrate LAUSD schools. LAUSD was required to take "reasonable and feasible" steps to alleviate the harms of segregation. The Court requested that LAUSD identify methods to help ameliorate the four harms of racial isolation: low-academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and subsequently, the Court added overcrowded conditions as the fifth harm. The School Readiness Language Development Program (SRLDP) is one of several programs developed in 1979 in response to the Court's mandate for schools identified as Racially Isolated Minority Schools (RIMS) which were redesignated in 1981 as Predominantly Hispanic, Black, Asian and Other Non-Anglo (PHBAO) Schools. A needs assessment identified the following areas as those on which integration programs should focus:

- improving teacher quality,
- improving curriculum,
- reducing enrollment,
- improving housing,
- increasing parental participation,
- providing opportunities for preschool education, and
- providing for year-round schools.

Three of these needs were addressed during the development of SRLDP: improving teacher quality, increasing parental participation, and providing opportunities for preschool education.

The main objective of SRLDP is to provide prekindergarten opportunities for students to

develop social/emotional, cognitive, and physical skills and abilities necessary for success and progress in our school system. SRLDP is a comprehensive program which improves not only the abilities of students but also their teachers and parents. The program includes a staff development component in which all teachers, paraprofessionals, and support personnel receive training on a variety of topics. In addition, a parent education component of the program offers a series of classes which enhance the development of parenting skills.

SRLDP Reference Guide No.1 (see Appendix A), compiled by the Office of Student Integration Services of Los Angeles Unified School District, contains the historical background of the program and presents a comprehensive review of its goals and objectives. The reference guide provides detailed information about the implementation of the program.

Figures 1 to 3 (see Appendix B) provide historical summaries about the LAUSD schools with SRLD programs and students.

- Figure 1 indicates that the number of schools with SRLDP increased more than 7 times since the inception of the program.
- Figure 2 presents the number of SRLD programs and indicates that the number of SRLD programs increased from 42¹ in Spring 1979 to 516 programs in 1997-98.
- Figure 3 indicates that the number of SRLDP students increased from 1,260 participants in Spring 1979 to 15,480 students in 1997-98.

Historical data clearly indicate the high level of acceptance and appreciation for SRLDP by teachers, parents and the community.

Evaluation - Overview

The 1996-97 SRLDP evaluation is a comprehensive, participatory evaluation project designed

¹At one school SRLDP existed through the 1980-81 school year, but was closed due to mandatory busing. The program was officially opened in 1981-82.

by an evaluation committee composed of administrators, teachers, parent educators, program staff, and evaluator. The project includes the evaluation of the instructional program for SRLDP students and parents and the services provided by teachers and program staff. This study was commissioned by the Office of Student Integration Services of the Los Angeles Unified School District to monitor the implementation of SRLDP on an ongoing basis to examine the short and long term effects of the program on students and their parents.

The specific objectives of this evaluation are:

1. To examine the extent language development activities are implemented to improve social/emotional, cognitive, and physical developments of current SRLDP students.
2. To examine the long term effects of the program on the academic achievement of former SRLDP students.
3. To examine instructional experiences presented to SRLDP parents to improve their parenting skills, their knowledge of child development, and their understanding of the teaching and learning processes
4. To review services provided to SRLDP teachers.
5. To review teachers' opinions of provided services.
6. To review through observations the extent to which SRLDP was implemented.

In this volume, the evaluation pertains to current and former student achievement outcomes (1st and 2nd objectives). Chapter One focuses on student outcomes as measured by the student profile. Chapter Two compares achievement of former SRLDP and non-SRLDP students, as measured by two norm-referenced tests of academic achievement: Comprehensive Tests of Basic Skills/Form U(CTBS/U) and Aprenda.

CHAPTER ONE

Current SRLDP Student Performance

This chapter pertains to the evaluation of the 1996-97 SRLDP student performance. This part of the evaluation of SRLDP will examine the success of the program in accomplishing its immediate educational objective: student's readiness for school. The major goal of SRLDP, to prepare students for their future role as successful learners, is divided into three broad areas of development:

- social/emotional experiences by building student self-esteem through positive attitudes and cooperative social behavior
- cognitive experiences through critical thinking, communication, reading readiness, and pre-writing skills
- physical experiences which encourages the use of all senses and utilization of gross and fine motor skills

These three areas of development were operationally defined and organized into a set of observable performance skills. These skills were then put together into the "Student Profile" used by teachers to evaluate the student's progress at the conclusion of the program.

The major objective of this section of the evaluation is to identify how successful the program is in teaching skills and abilities to students considered essential for their educational development as measured by the student profile. A secondary objective is to examine the statistical properties of the student profile, such as item-total correlation coefficient, reliability, and validity.

Target Population and Selected Sample

A stratified random sample of 116 schools with one or more SRLD programs was selected

from a total of 305 current schools with 516 programs¹. In addition to other data, each teacher was asked to send copies of the Student Profile at the end of the school year. Two-thirds of the selected schools (76) provided information for 2,778 students (see Appendix C).

Student Profile

The Student Profile was developed by a group of experienced SRLDP teachers and program advisers in March 1994. This group of experts translated program objectives to a set of tasks which can be taught, observed, and measured. Since the Student Profile was not previously standardized, this study intends to examine the reliability and validity of this instrument and its components in measuring student performance.

The Student Profile contains a list of observable tasks that each SRLDP student is expected to perform by the conclusion of their participation in SRLDP (see Appendix D). These tasks are categorized into three broad domains: *social emotional, cognitive, and physical*. Teachers make a judgement based on their observation, using a three-point scale indicating the quality of each task demonstrated by a student by marking "Often," "Sometimes" or "Not yet."

Study Results

This section presents the results of the analysis of the Student Profile for 1996-97 SRLDP students. Descriptive statistics will be presented first for each of the social/emotional, cognitive, and physical components of the Student Profile and the whole Student Profile. A breakdown of the student performance by schools for each component will be given next. Followed by an examination of the reliability and validity of the Student Profile and its components.

Student Profile Descriptive Statistics

Table 1 presents the mean performance for each task included in the Student Profile for the

¹ One SRLD program accommodates 30 students and a school may have one or more programs.

entire sample. The lower the mean, the lower the frequency with which the students performed the task. Based on data presented in this table, the student's ability to demonstrate the task of "*Sequences events*" seems to be mastered by a smaller number of SRLDP students and "*Identifies self*" is one of the tasks most frequently mastered on the Student Profile (see Appendix D). The mean score for the total Student Profile was 94.94. The maximum score is 105 points. The Student Profile mean indicates a high degree of success for the SRLD program.

Table 1

Student Profile Descriptive Statistics (N=2772)¹

Task	Mean	SD
Sequences events	2.53	.64
Has awareness of own ethnic origin	2.55	.72
Participates in group discussions	2.57	.64
Appropriately resolves conflicts	2.57	.60
Demonstrates self confidence	2.58	.60
Makes comparisons	2.59	.59
Uses information in context	2.61	.59
Has awareness of patterns	2.62	.59
Expresses self creativity	2.64	.60
Uses one-to-one correspondence	2.64	.60
Discriminates sounds	2.64	.56
Makes observations and discoveries	2.65	.56
Has an awareness of roles in society	2.66	.57
Listens attentively	2.68	.53
Classifies objects	2.69	.53
Catches objects	2.70	.51
Uses words to describe objects	2.72	.51
Follows directions	2.72	.50
Identifies objects by name	2.74	.48
Works/plays cooperatively with others	2.74	.48
Coordinates eye and hand movements	2.76	.48
Sings simple songs	2.77	.48

¹ Data is based on 3-point scale for each item where 1 = Not yet, 2 = Sometimes and 3 = Often.

Table 1 (Continuation)

Task	Mean	SD
Throws objects	2.77	.47
Participates in finger plays and rhymes	2.77	.46
Uses words to communicate	2.78	.46
Follows routines	2.78	.46
Completes tasks	2.79	.47
Discriminates visually	2.80	.47
Shows desire to learn	2.81	.42
Talks with others	2.81	.44
Works/plays independently	2.82	.44
Self-selects tasks	2.85	.40
Climbs up, down and through outdoor equipment	2.85	.41
Identifies self	2.87	.38
Shows enjoyment of books and stories	2.87	.38
Social/Emotional Development Domain	21.76	2.78
Cognitive Development Domain	56.65	7.85
Physical Development Domain	16.52	2.37
Total Development Scale	94.94	11.69

Student Performance by Schools

Table 2 presents school means for each of the three domains of the Student Profile and the scale as a whole. Schools are rank ordered by total profile scores. The District means are 21.76 for the social/emotional domain, 56.66 for the cognitive domain, 16.52 for the physical domain, and 94.94 for the total Student Profile.

The *Social Emotional Development* domain of the Student Profile is composed of 8 items and has a mean score of 21.76 (maximum score of 24) indicating that a high majority of students performed the intended activities identified as essential for their social and emotional development.

The *Cognitive Development* domain of the Student Profile contains 21 items with a mean score of 56.66 (maximum score of 63). The results indicate a very high level of success for SRLDP students on learning cognitive skills and abilities.

The *Physical Development* domain of the Student Profile includes 6 items and has a mean score of 16.52 (maximum score of 18). These data indicate a high level of achievement in performing the physical activities targeted for this group of students.

The school mean of 94.94 (maximum score of 105) indicate a very high level of success for the program in obtaining its objectives.

Table 2

School Means for Each Domain and the Total Student Profile

School	Social/ Emotional Domain (24)	Cognitive Domain (63)	Physical Domain (18)	Total Student Profile (105)
CAROLDALE	23.87	62.70	17.97	104.53
WOODCREST	23.76	62.51	17.95	104.22
CAMELLIA	23.71	62.33	17.95	103.98
BARRETT	23.27	62.60	17.93	103.80
SAN MIGUEL	23.70	62.26	17.44	103.41
STONER	23.69	61.93	17.62	103.24
ARCO IRIS PRIMARY	23.11	61.46	17.89	102.46
MC KINLEY	23.41	61.00	17.59	102.00
ALLESANDRO	23.33	60.85	17.75	101.93
BUDLONG	23.43	60.59	16.90	100.91

Table 2 (Continuation)

School	Social: Emotional Domain (24)	Cognitive Domain (63)	Physical Domain (18)	Total Student Profile (105)
HALLDALE	23.14	59.64	18.00	100.79
PARMELEE	22.50	61.03	17.00	100.53
WESTERN	23.16	60.16	17.20	100.52
STANFORD	22.30	60.32	17.60	100.23
LOS ANGELES	22.40	61.40	16.30	100.10
CHAPMAN	23.67	58.23	17.97	99.87
NEVIN	22.57	59.50	17.77	99.83
FLOURNOY	22.59	58.45	17.90	98.93
DOLORES	22.57	59.05	17.20	98.82
KESTER	22.10	59.97	16.66	98.72
DAYTON HEIGHTS	22.70	60.03	15.87	98.60
SELMA	22.03	58.59	17.69	98.31
FAIR	21.77	59.20	17.33	98.30
BALDWIN HILLS	21.67	58.83	17.78	98.28
EL SERENO	21.97	59.21	17.00	98.17
ALBION	22.36	58.29	17.46	98.11
LIGGETT	22.03	58.53	17.53	98.10
112TH STREET	22.52	57.76	17.59	97.86
HUGHES	21.93	58.69	16.86	97.48
GLEN ALTA	22.31	58.04	17.12	97.46
WILMINGTON PARK	21.68	58.57	17.04	97.29
VAN NUYS	22.44	58.16	16.63	97.23
AMESTOY	21.63	58.00	17.48	97.11
MANHATTAN PLACE	22.07	57.72	17.30	97.09
MIRAMONTE	22.17	57.63	17.13	96.93
ROSCOE	21.29	57.89	17.68	96.86
VIRGINIA ROAD	21.64	58.18	16.96	96.79
186TH STREET	21.56	57.81	17.04	96.40
COLISEUM	23.03	56.17	16.66	95.86
GATES	20.59	58.07	17.14	95.79
SATURN	21.81	56.24	17.69	95.74
61ST STREET	23.17	55.72	16.79	95.69
93RD STREET	22.83	56.07	16.57	95.47
ASCOT	21.34	56.45	17.17	94.97
DELEVAN DRIVE	21.17	56.66	16.93	94.76
OSCEOLA	21.10	56.17	17.13	94.40
HILLSIDE	21.83	58.31	14.14	94.28

Table 2 (Continuation)

School	Social/ Emotional Domain (24)	Cognitive Domain (63)	Physical Domain (18)	Total Student Profile (105)
WALNUT PARK	21.23	56.50	16.23	93.97
PLAYA DEL REY	20.61	56.32	16.71	93.64
HYDE PARK	21.82	55.93	15.60	93.35
TOLAND WAY	20.43	55.79	17.04	93.25
BERTRAND	21.33	55.27	15.97	92.57
MENLO	21.46	54.37	16.61	92.44
HAWAIIAN	21.14	56.11	15.02	92.27
UTAH	20.20	55.23	16.54	91.96
POLITI	22.14	53.97	15.79	91.90
NAPA	20.47	53.83	17.30	91.60
SOTO	22.17	53.17	16.24	91.59
BRAINARD	20.47	53.97	17.00	91.43
LA SALLE	21.91	53.38	15.64	90.93
MARVIN	21.43	53.03	15.97	90.43
MONTARA	20.80	55.00	14.07	89.87
52ND STREET	20.39	52.74	15.84	88.97
CANTARA	20.00	52.70	15.93	88.63
LORETO	20.07	54.00	14.22	88.30
BRIDGE	20.00	52.25	15.88	88.13
ROWAN	20.57	52.63	14.71	87.91
MIDDLETON	20.62	52.27	14.53	87.42
CENTURY PARK	20.96	51.17	14.66	86.79
SAN FERNANDO	19.84	51.74	13.58	85.16
VICTORIA	21.06	49.97	14.00	85.03
SHENANDOAH	19.13	49.53	16.07	84.73
102ND STREET	19.15	46.76	14.02	79.93
BARTON HILL	18.53	46.65	14.68	79.87
Total	21.76	56.06	16.52	94.94

Reliability of the Student Profile

The concept of reliability indicates the extent to which a measure or scale yields the same results on repeated trials. There are many different approaches to reliability definition and estimation. In this report, an internal consistency reliability analysis was used. This procedure measures the internal consistency of the Student Profile. Internal consistency of a measure is

defined as items measuring the same underlying concept: "school readiness."

The model used in this study computes Cronbach's Alpha (a measure of internal consistency), which ranges from 0 to 1 (no internal consistency to maximum internal consistency). This procedure also provides information on how each item is correlated with the whole measure. This report examines not only how reliable the Student Profile measure is, but also how reliable each of its components are in measuring a student language readiness. A high negative correlation coefficient of -0.7 to -1.0 means that a particular item measures something in opposite direction of what the whole profile measures, and a positive high correlation coefficient of 0.7 to 1.0 means that an item and the profile are measuring the same quality in the same direction. A moderate negative correlation coefficient of -0.4 to -0.6 or a moderate positive correlation coefficient of 0.4 to 0.6 represents the same concept at a lesser degree. A positive or negative correlation coefficient less than .4 is an indication of little or no correlation among two concepts.

Table 3 presents the item-total correlation coefficients and internal-consistency reliability coefficient for the whole Student Profile. None of the values given in Table 3 are less than 0.46 and all of the correlation coefficients are positive. This means that all of the items included in the Student Profile is measuring the same concept measured by the whole Student Profile. The reliability coefficient of 0.96 indicates that the Student Profile is a highly reliable instrument.

Tables 4, 5, and 6 support this finding for each of the three domains included in the Student Profile. All of the item-total correlation coefficients are positive and higher than 0.41. The three sub-test reliability coefficients are between 0.84, 0.95, and 0.87 respectively, indicating a very high degree of reliability for each of the domains included in the Student Profile.

Table 3

Student Profile Item-Total Correlation Coefficients

Item*	Item-Total Correlation Coefficient	Item	Item-Total Correlation Coefficient	Item	Item-Total Correlation Coefficient
Item 1	0.59	Item 13	0.76	Item 25	0.69
Item 2	0.53	Item 14	0.72	Item 26	0.63
Item 3	0.60	Item 15	0.69	Item 27	0.70
Item 4	0.61	Item 16	0.69	Item 28	0.67
Item 5	0.49	Item 17	0.76	Item 29	0.68
Item 6	0.54	Item 18	0.69	Item 30	0.46
Item 7	0.64	Item 19	0.71	Item 31	0.49
Item 8	0.67	Item 20	0.72	Item 32	0.54
Item 9	0.69	Item 21	0.65	Item 33	0.62
Item 10	0.75	Item 22	0.64	Item 34	0.66
Item 11	0.77	Item 23	0.57	Item 35	0.66
Item 12	0.67	Item 24	0.60	Alpha	0.96

*The order of items corresponds to the student profile presented in Appendix D.

Table 4

Social/Emotional Domain Item-Total Correlation Coefficients

Item*	Item-Total Correlation Coefficient	Item	Item-Total Correlation Coefficient	Item	Item-Total Correlation Coefficient
Item 1	0.51	Item 4	0.67	Item 7	0.67
Item 2	0.41	Item 5	0.60	Item 8	0.56
Item 3	0.68	Item 6	0.63	Alpha	0.84

*The order of items corresponds to the student profile presented in Appendix D.

Table 5

Cognitive Domain Item-Total Correlation Coefficients

Item*	Item-Total Correlation Coefficient	Item	Item-Total Correlation Coefficient	Item	Item-Total Correlation Coefficient
Item 9	0.68	Item 16	0.72	Item 23	0.54
Item 10	0.77	Item 17	0.78	Item 24	0.57
Item 11	0.78	Item 18	0.72	Item 25	0.71
Item 12	0.64	Item 19	0.69	Item 26	0.63
Item 13	0.77	Item 20	0.71	Item 27	0.73
Item 14	0.74	Item 21	0.66	Item 28	0.66
Item 15	0.69	Item 22	0.65	Item 29	0.69
				Alpha	0.95

*The order of items corresponds to the student profile presented in Appendix D.

Table 6

Physical Domain Item-Total Correlation Coefficients

Item*	Item-Total Correlation Coefficient	Item	Item-Total Correlation Coefficient	Item	Item-Total Correlation Coefficient
Item 30	0.62	Item 32	0.77	Item 34	0.60
Item 31	0.71	Item 33	0.75	Item 35	0.65
				Alpha	0.87

*The order of items corresponds to the student profile presented in Appendix D.

Validity of the Student Profile

To examine the validity of the underlying factors of the Student Profile, a confirmatory factor analysis was performed with the number of factors limited to three. This confirmatory factor analysis accounted for almost 60% of the total variation among items, with *factor I* (Cognitive Development Domain) accounting for 45% of the common variation among items and *factors II and III* (Social/Emotional and Physical Development Domains) adding another 13% (7.5% and

5.6% respectively). There is a high correlation between social/emotional and physical domains. Three of the eight items included in the Social/Emotional domain were also weighted heavily on the cognitive factor. However, the following five items have a high loading on *factor II* which represent social/emotional behavior:

- works/plays independently;
- follows routines;
- works/plays cooperatively with others;
- appropriately resolves conflicts; and
- self-selects tasks.

The other three items included in this component should be added to *factor I* representing cognitive skills. These items are:

- identifies self;
- has awareness of own ethnic origin, and
- demonstrates self confidence.

Items included in the physical component are highly weighted on *factor III*. The results of the factor analysis highly confirm the validity of Student Profile. However, to improve the validity of each component, the three items mentioned above should be added to the cognitive component.

Discussion and Conclusions

1. Historical data indicate that parents and schools strongly believe that SRLDP has a positive impact on their children's lives. The number of SRLDP students and programs increased approximately 12 times since the inception of the program.
2. The results of data analysis indicate that almost all of the SRLDP students achieved program objectives. The content of the program helped to develop the students'

social/emotional, cognitive, and physical abilities needed to prepare them for learning. It is important to note that a very large number of these students are coming from disadvantaged families. Much time and effort are required to maintain the advantages provided by SRLDP as these students continue their education. A comparative study of the 1996-97 fourth graders of former SRLDP and non-SRLDP students supports the long lasting effects of this program (see Chapter Two).

Recommendations

1. To examine the level of change in the current SRLDP students more accurately, teachers should be required to administer the Student Profile twice: at the beginning and at the end of the program. This would provide pretest/post-test data necessary to measure change in the students' abilities and skills.
2. There is a need to revise the Student Profile to add some of the items from the social/emotional domain to the cognitive domain based on the results of the factor analysis.

CHAPTER TWO

Former SRLDP and Non-SRLDP Student Performances

This portion of the evaluation compares achievement levels of former SRLDP and non-SRLDP fourth grade students in reading, language and mathematics at schools with SRLDP. The analyses are based on 1996-97 standardized norm-referenced Comprehensive Tests of Basic Skills/Form U (CTBS/U) and Aprenda test data. Simple comparisons of SRLDP and non-SRLDP student levels of achievement were made using t-test analysis. Analysis of covariance (ANCOVA) technique was used to compare SRLDP and non-SRLDP student achievement levels after controlling for possible effects of student backgrounds, such as socio-economic status (SES), as measured by Title I membership, level of language proficiency, gender, and ethnicity (being of African-American or Hispanic origin).

All 1995-96 fourth grade students from the 116 randomly selected schools were included in the analysis. The selected sample was divided into two groups of former SRLDP and non-SRLDP students. Reading, language, and mathematics group means were compared for these two groups of students before and after controlling for the effects of background variables, such as SES, ethnicity, gender and their level of language proficiency, as measured by being a limited-English-proficient (LEP) student or not.

Study Results

Simple Comparisons Between Former SRLDP and Non-SRLDP Groups

A simple t-test analysis was used to compare the achievement levels of former SRLDP and non-SRLDP groups in reading, language and mathematics. Table 7 presents the results of these analyses for CTBS/U and APRENDA. It is important to note that students in the SRLDP group participated in the program in 1990-91, approximately 5 years before taking these tests. The

differences between former SRLDP student and non-SRLDP student mean scores were highly significant with a probability of less than 0.001 (Table 7). This indicates the possibility of obtaining these results by chance is less than 1 in a 1,000. SRLDP students outperformed non-SRLDP students in reading, language and mathematics as measured by both CTBS/U and APRENDA.

A very crucial issue here is that these students are different in many aspects of their lives which have significant impact on their level of achievement. They are different in their level of English language proficiency and family income status. They are from different ethnic backgrounds (CTBS/U only), and it is possible that these background differences between the two groups affect their level of achievement. Since this study is based on an ex-post-facto design in which research examines the effects of a treatment after that treatment has occurred, statistical control is the only way to examine and restrict their impact.

Table 7

CTBS/U and APRENDA Mean NCE¹ Scores of Former SRLDP and Non-SRLDP Fourth Grade Students, 1995-96

Subject		Group	N	Mean (NCE)	Mean Diff	t-Value	p-Value
CTBS/U	Reading	SRLDP	1,028	31.28	3.06	4.01	<0.001
		Non-SRLDP	6,515	28.22			
	Language	SRLDP	1,020	39.66	5.28	6.04	<0.001
		Non-SRLDP	6,503	34.38			
	Mathematics	SRLDP	1,026	46.53	6.42	6.53	<0.001
		Non-SRLDP	6,504	40.11			
APRENDA	Reading	SRLDP	606	46.37	2.13	2.01	<0.050
		Non-SRLDP	4,847	44.24			
	Language	SRLDP	604	37.01	3.42	2.85	<0.010
		Non-SRLDP	4,888	33.59			
	Mathematics	SRLDP	573	50.33	4.59	4.00	<0.001
		Non-SRLDP	4,589	45.74			

Analysis of Covariance Results

The problem of intervening variables are crucial, especially when the design of the analysis prohibit a complete random assignment of the participants to different levels of analysis. Matching participants based on their background and controlling the effect of extraneous variables through statistical techniques are possible solutions to this problem. Analysis of covariance

¹ NCE Scores = Normal Curve Equivalent Scores

technique was used to control the possible effects of student's gender, SES, English language proficiency, and ethnicity. The possible effect of ethnicity was controlled only for CTBS/U but not for APRENDA since those who are taking this test are only of Hispanic background.

Tables 8-13 present the comparison between the two groups, after removing the effect of background variables. The following conclusions can be drawn from these analyses:

- There is a statistical significant effect for gender. Female students have a higher level of achievement than male students.
- There is a statistical significant difference between Blacks and other ethnic groups and also between Hispanics and other ethnic groups. Black and Hispanic student performances are lower than other ethnic groups.
- There is a significant difference between Limited-English-Proficient (LEP) students and non-LEP students. LEP students' level of performance is lower than non-LEP students.
- There is a statistical significant difference between Title I and non-Title I students. Title I student level of performance is below the non-Title I students.
- There is a significant difference between students who participated in the 1991-92 SRLDP program and non-SRLDP students after controlling for the effect of all student background factors. **Fourth grade students who participated in SRLDP 5 years ago still outperformed non-SRLDP students by a significant margin after controlling the impact of all the background factors included in this study.**

Table 8

Analysis of Covariance Summary for CTBS/U Reading NCE Scores Comparing Fourth Grade Former SRLDP and Non-SRLDP Students Controlling for Gender, Ethnicity, Language proficiency and Title I Status

Source of Variation		Sum of Squares	df	Mean Square	F-Value	Level of Significance
Covariates	Gender	5339.5	1	5339.5	12.7	<0.001
	Black	108,437.4	1	108,437.4	258.7	<0.001
	Hispanic	25,704.9	1	25,704.9	61.3	<0.001
	LEP	146,934.4	1	146,934.4	350.6	<0.001
	Title I	384649.2	1	384649.2	917.7	<0.001
SRLDP		9,664	1	9,664	23.1	<0.001
Residual		3,158,619	7536	419.137		
Total		3,892,354	7542	516.1		

Description of Variations

Covariates:

Gender	Being Female
Black	Being of African-American Origin
Hispanic	Being of Hispanic Origin
LEP	Being a Limited-English-Proficient Student
Title I	Being a Title I Student

SRLDP: Participated in the SRLD Program at age 4.

Residual: Portion of variance that can not be explained by the model.

Table 9

Analysis of Covariance Summary for CTBS/U Language NCE Scores Comparing Fourth Grade Former SRLDP and Non-SRLDP Students Controlling for Gender, Ethnicity, Language Proficiency and Title I Status

Source of Variation		Sum of Squares	df	Mean Square	F-Value	Level of Significance
Covariates	Gender	65,896.3	1	65,896.3	118.7	<0.001
	Black	183,194.1	1	183,194.1	329.9	<0.001
	Hispanic	56,594.2	1	56,594.2	101.9	<0.001
	LEP	118,474.8	1	118,474.8	213.4	<0.001
	Title I	435,555.6	1	435,555.6	784.5	<0.001
SRLDP		21,794.2	1	21,794.2	39.3	<0.001
Residual		4,173,107	7,516	555.2		
Total		5,096,199	7,522	677.5		

Description of Variations

Covariates:

Gender	Being Female
Black	Being of African-American Origin
Hispanic	Being of Hispanic Origin
LEP	Limited-English-Proficient Student
Title I	Being a Title I Student

SRLDP: Participated in the SRLD Program at age 4.

Residual: Portion of variance that can not be explained by the model.

Table 10

Analysis of Covariance Summary for CTBS/U Mathematics NCE Scores Comparing Fourth Grade Former SRLDP and Non-SRLDP Students Controlling for Gender, Ethnicity, Language proficiency, and Title I Status

Source of Variation		Sum of Squares	df	Mean Square	F-Value	Level of Significance
Covariates	Gender	9,962.1	1	9,962.1	13.5	<0.001
	Black	250,206.8	1	250,206.8	338.5	<0.001
	Hispanic	47,572.6	1	47,572.6	64.4	<0.001
	LEP	44,628.5	1	44,628.5	60.4	<0.001
	Title I	469,908.2	1	469,908.2	635.7	<0.001
SRLDP		26,434.8	1	26,434.8	35.8	<0.001
Residual		5,561,109	7,523	739.2		
Total		6,491,901	7,529	862.3		

Description of Variations

Covariates:

Gender	Being Female
Black	Being of African-American Origin
Hispanic	Being of Hispanic Origin
LEP	Limited-English-Proficient Student
Title I	Being a Title I Student

SRLDP: Participated in the SRLD Program at age 4.

Residual: Portion of variance that can not be explained by the model.

Table 11

Analysis of Covariance Summary for APRENDA Reading NCE Scores Comparing Fourth Grade former SRLDP and Non-SRLDP Students Controlling for Gender, Ethnicity, Language Proficiency, and Title I Status

Source of Variation		Sum of Squares	df	Mean Square	F-Value	Level of Significance
Covariates	Gender	70,410.9	1	70,410.9	131.5	<0.001
	LEP	2,058.9	1	2,058.9	3.8	0.050
	Title I	331,219.0	1	331,219.0	618.3	<0.001
SRLDP		1,216.7	1	1,216.7	2.3	0.132
Residual		2,971,871	5,548	535.7		
Total		3,386,411	5,552	609.9		

Description of Variations

Covariates:

Gender Being Female

LEP Limited-English-Proficient Student

Title I Being a Title I Student

SRLDP: Participated in the SRLD Program at age 4.

Residual Portion of variance that can not be explained by the model.

Table 12

Analysis of Covariance Summary for APRENDA Language NCE Scores Comparing Fourth Grade Former SRLDP and Non-SRLDP Students Controlling for Gender, Ethnicity, Language Proficiency and Title Status

Source of Variation		Sum of Squares	df	Mean Square	F-Value	Level of Significance
Covariates	Gender	1000.2	1	1000.2	1.5	0.227
	LEP	5,436.7	1	5,436.7	7.9	0.005
	Title I	504,008.8	1	504,008.8	735.2	<0.001
SRLDP		5,011.3	1	5,011.3	7.3	0.007
Residual		3,761,752	5,487	187.1		
Total		4,274,858	5,491	778.5		

Description of Variations

Covariates:

Gender	Being Female
LEP	Limited-English-Proficient Student
Title I	Being a Title I Student

SRLDP: Participated in the SRLD Program at age 4.

Residual: Portion of variance that can not be explained by the model.

Table 13

Analysis of Covariance Summary for APRENDA Mathematics NCE Scores Comparing Fourth Grade Former SRLDP and Non-SRLDP Students Controlling for Gender, Ethnicity, Language Proficiency, and Title I Status

Source of Variation		Sum of Squares	df	Mean Square	F-Value	Level of Significance
Covariates	Gender	109,896.5	1	109,898.5	171.1	<0.001
	LEP	3,038.9	1	3,038.9	4.7	0.030
	Title I	327,970.1	1	327,970.1	510.5	<0.001
SRLDP		9,014.5	1	9,014.5	14.0	<0.001
Residual		3,313,116	5,157	642.5		
Total		3,773,712	5,161	731.2		

Description of Variations

Covariates:

Gender Being Female

LEP Limited-English-Proficient Student

Title I Being a Title I Student

SRLDP Participated in the SRLD Program at age 4.

Residual: Portion of variance that can not be explained by the model.

Discussion

Results of analysis of the standardized achievement test data (CTBS/U & Aprenda) comparing former SRLDP and non-SRLDP 4th grade students revealed that:

- Gender is a significant predictor of achievement as measured by standardized norm referenced tests. Schools with a higher proportion of female students will do better than schools with a high proportion of male students.
- Ethnicity is a significant predictor of achievement as measured by standardized tests. It is unfair to compare schools where majority of their students are from minority background to schools with significantly smaller proportion of minority students.
- Level of English language proficiency is also a consistent predictor of achievement as measured by standardized norm-referenced tests. Schools with a significantly larger proportion of LEP students will have a lower achievement level compared to schools with a significantly larger proportion of non-LEP students.
- Student's family socio-economic status (SES) is a significant predictor of achievement as measured by standardized norm-referenced tests. This factor should be taken into consideration when comparing schools with a significantly larger proportion of low family income students.
- After controlling for the effects of the previous variables, the SRLDP experience is a statistically significant and educationally meaningful contributor to student's future academic achievement.

Conclusion

The SRLDP experience is a consistent, long lasting, and significant predictor of student achievement. It is a comprehensive, systematic and organized way of improving student

achievement. It works.

Recommendations

The results of this study endorses the following recommendations:

- In any evaluation of student achievement by norm-referenced standardized tests, it is crucial to identify the impact of the student background information. Inclusion and control of the effect of these variables proved to have significant impact on student achievement.
- Since all studies of SRLDP support the positive and significant effects of this program on student achievement (see Appendix E), it is recommended that this program model not be expanded only to PHBAO schools but to all schools in the District.

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Appendix A

SRLDP Reference Guide No. 1

FOR YOUR INFORMATION

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the Superintendent

DISTRIBUTION: Selected Elementary Schools
Community Adult Schools
Central and Cluster Offices

ROUTING
Teachers
Principals
Cluster Administrators

SUBJECT: SCHOOL READINESS LANGUAGE
DEVELOPMENT PROGRAM
REFERENCE GUIDE NO. 1 (Rev.)

DATE: July 1, 1996

DIVISION: Student Integration Services

APPROVED: RUBEN ZACARIAS, Deputy Superintendent

For further information, please call the SRLDP Advisers at (213) 625-6532.

This revision replaces the reference guide of the same number, dated August 1, 1995, with the same title. The content has been revised to reflect changes from appropriate District offices.

1. HISTORICAL BACKGROUND

In 1970, Judge Alfred Gitelson, Los Angeles Superior Court, ruled that the Los Angeles Unified School District (LAUSD) operated segregated schools and rendered the initial order to integrate LAUSD schools. Upon appeal, the State Supreme Court agreed to hear the case and, on June 28, 1976, while disagreeing with Judge Gitelson's conclusion that LAUSD had engaged in de jure (intentional) segregation, agreed with his ruling that LAUSD was obligated under state law to take steps to alleviate the harms of segregation. The Court also ruled that desegregation is not strictly defined in terms of racial/ethnic percentages. LAUSD was required by this ruling to take "reasonable and feasible" steps to alleviate the harms of segregation regardless of the cause and to demonstrate meaningful progress in the task.

On October 3, 1977, the Los Angeles Unified School District submitted to the Superior Court its student integration plan, Integrated Educational Excellence Through Choice, for implementation commencing September 1978. The plan provided for a mandatory desegregation component involving the pairing and clustering of schools and for the continuation of voluntary programs which included the Magnet and Permits With Transportation (PWT) Programs.

A. Predominantly Hispanic, Black, Asian and Other Non-Anglo (PHBAO) School Programs

The plan, Integrated Educational Excellence Through Choice, did not include provisions for approximately 256,000 minority students who attended racially isolated schools. Judge Paul Egly requested that LAUSD identify methods to help ameliorate the Court-identified four harms of racial

isolation which included: low-academic achievement, low self-esteem, lack of access to postsecondary education and interracial hostility and intolerance. Subsequently, the trial court added overcrowded conditions as the fifth harm. LAUSD designated schools whose population were greater than 70% combined minority students as Racially Isolated Minority (RIM) schools.

A needs assessment survey, conducted during the fall of 1978 with the participation of parents, teachers and principals of RIM schools, identified seven broad categories to which future programs should be addressed: improved teacher quality, improved curriculum, reduced enrollment, improved housing, increased parental participation, preschool education, and year-round schools. In the spring of 1979, fifteen (15) programs were developed to meet these needs and were subsequently implemented during the 1979-80 school year in 218 RIM schools which were redefined in 1981 as Predominantly Hispanic, Black, Asian and Other Non-Anglo (PHBAO) schools.

Evaluation of programs for early entrance of students in prekindergarten instructional activities has identified the positive effects of these programs on student self-image, attitudes toward education, and development of preschool readiness skills. LAUSD has had previous experience and success with the prekindergarten instructional program when it was funded under the compensatory education program structure.

The School Readiness Language Development Program, one of the 15 PHBAO school programs, was implemented in 43 schools in the spring of 1979 and increased to a total of 50 schools for the 1979-80 school year. In August 1980, the Pendente Lite Minute Order approved an additional 25 programs making a new total of 75 programs. On September 10, 1981, the Court approved LAUSD's Plan for Desegregation submitted on June 30, 1981. A total of two hundred ninety-eight (298) programs had been implemented since spring of 1979. In March 1989, LAUSD published an action plan to end low achievement and establish educational excellence titled The Children Can No Longer Wait. This plan recommended providing prekindergarten using the SRLDP preschool model, for all four-year old students (Recommendation #2, 2.1 Strategy). Each year SRLDP has expanded because of its successful implementation.

II. PURPOSES

- A. The School Readiness Language Development Program is an oral language program which provides pupils--including the child who is limited-English-proficient (LEP) and needs primary-language instruction and the child who is in need of Standard English-language instruction who will be four-years old by December 2nd of the year of enrollment, the opportunity to increase the ability to listen, to speak effectively and to use vocabulary appropriately, and to develop academic readiness skills.
- B. It provides a parent education program that helps meet the needs of parents to positively facilitate the prekindergarten child's developmental potential.

III. PERSONNEL

Classroom personnel should consist of one of the following configurations:

1. One classroom teacher and one 6-hour teacher assistant or
2. One classroom teacher and two 3-hour education aides or
3. One classroom teacher, one 3-hour teacher assistant and one 3-hour education aide or
4. One classroom teacher and two 3-hour teacher assistants.

Schools must follow personnel guidelines when assigning teachers to Master Plan Classrooms. For additional information refer to Personnel Division, Memorandum No. 2, "Credential Authorizations for School Readiness Language Development Program Teachers," dated July 18, 1990.

A. Classroom Teacher

1. One classroom teacher per program - Regular Assignment, Fund 1, Program Code #1080. If the school is having difficulty filling the position, the principal may call the SRLDP advisers for names of teachers interested in teaching SRLDP.
2. Qualifies to participate in Urban Classroom Teacher Program and/or any LAUSD approved differential program.
3. School office reports time.
4. Substitute time is provided. A teacher obtains a substitute by utilizing regular school procedures and guidelines. Absence days should be charged to Fund 1, Program Code #1346.
5. When a substitute teacher is not available, the principal may make replacement pay available to teachers who assume responsibility for SRLDP students as per the guidelines designated for replacement pay in Policy Guide A 10, Personnel Research, 5-1-88. (SRLDP teachers who assume responsibility for other students are eligible for replacement pay on Monday through Thursday only, since they are not assigned students on Friday.)

B. Teacher Assistant*

1. Teacher assistants in SRLDP are restricted to three or six hours per day (or 6.6 hours per day in Concept 6 or Concept 6 Modified assignments). Funding permits only working in SRLDP classes (except in extreme emergency situation, e.g., major disaster). Maximum hours per pay period are 60 or 120 hours (132 hours in Concept 6 and Concept 6 Modified assignments).

*Administrators should recruit and assign bilingual paraprofessionals in SRLDP as needed to meet the instructional needs of the program.

2. Teacher assistants must observe all guidelines required in the program (i.e., attending Friday staff development sessions, etc.). Check Master Calendar of Activities before scheduling college/university classes.
3. School office reports time. Use Fund 1, Program Code #1346. Changes in name/position should be reported to the SRLDP office.
4. Day-to-day substitute time is not available. For extended absences, contact the Instructional Assistance Personnel Office at (213) 765-3860.
5. Teacher assistants do not report to work on schoolwide pupil-free days.
6. If teacher assistants attend Central/Cluster meetings or field trips that extend beyond their three hours of assigned duty, equivalent compensatory time off is provided on Fridays (when Central/Cluster meetings are not scheduled).
7. May qualify for a bilingual differential.

C. Education Aide*

1. One or two 3-hour education aides per program. Funding permits only working in SRLDP classes (except in extreme emergency situations, e.g., major disaster).
2. May qualify for a bilingual differential.
3. Limited to a 3-hour assignment.
4. School office reports time. Use Fund 1, Program Code #1346. Any changes should be reported to the SRLDP office.
5. No substitute time is provided.
6. If education aides attend Central/Cluster meetings or field trips that extend beyond their three hours of assigned duty, equivalent compensatory time off is provided on Fridays (when Central or Cluster meetings are not scheduled).

D. Parent Educator** (See Office of Student Integration Services and Division of Adult and Career Education, Reference Guide No. 2, "Parent Education in the School Readiness Language Development Program," dated July 3, 1995, for program details.)

* Administrators should recruit and assign bilingual paraprofessionals in SRLDP as needed to meet the instructional needs of the program.

** The Parent Education component of SRLDP is not a part of the Master Plan for the Education of Limited-English-Proficient Students.

1. One parent educator per program
2. Assigned three hours per class to instruct parents of SRLDP students and to plan/confer with the classroom teacher.
3. Community adult school reports time. Use Fund 1, Program Code #1080.
4. For assistance, call the Parent Education teacher advisers at (213) 625-5551.

E. Additional Support

Clerical relief/overtime is provided in a Temporary Personnel Account (TPA) according to the number of programs at each school: One-two programs - \$250; Three-five programs - \$500. Use Fund 1, Program Code #0945.

IV. ALLOCATION

An Instructional Materiel Account (IMA) 003/4227 has been established to purchase supplies, nutrition, field trips and equipment needed for instructional purposes. The IMA allocation provided to each program is dependent upon the year of inception for that particular program. See "Instructional Materiel Account (IMA) Allocation" that is distributed at the beginning of each school year to all schools/programs.

A. Use of IMA 003/4227

FUNDS ARE TO BE USED FOR THIS PROGRAM ONLY. The classroom teacher is responsible for completing annual budget inventory forms which are monitored for compliance. THE PRINCIPAL'S SIGNATURE CONFIRMS THAT THE MONEY HAS BEEN SPENT PROPERLY.

A decision concerning whether or not SRLDP teachers contribute toward the purchase of general school supplies should be determined early in the school year. The sum of \$200 has been the amount designated as a fair contribution. An additional \$50 should be reserved for consumable educational supplies as needed for the parent education component.

Teachers are responsible for reviewing and monitoring the IMA 003/4227 printout statements which are sent to school offices on a monthly basis. A COPY OF THE IMA MONTHLY PRINTOUT SHOULD BE GIVEN TO THE TEACHER. This is necessary for planning purposes and for keeping budgetary information current for compliance purposes. The principal's cooperation in planning and consulting with teachers regarding budgetary matters is essential to the program's success.

Monies in the Instructional Materiel Account should be spent by the end of March.

B. Obtaining Instructional Material

1. Requisition

- a. Instructional supplies and certain prepared instructional materials may be purchased directly from vendors by completing a Requisition form (Form 34-AEH-25, Stock #966-1223400).
- b. A Requisition form (Form 34-AEH-25, Stock #966-1223400) must be used to purchase instructional supplies from LAUSD's supply catalog.
- c. Instructional items sometimes categorized as equipment (e.g., tri-cycles, balance beams, autoharps and orchestra bells) are approved as instructional material and can be ordered by completing a Requisition form (Form 34-AEH-25, Stock #966-1223400).

If an equipment item is purchased from an outside vendor, the vendor's name and address must be typed on the requisition form along with a brief description of the equipment item. (Suggest attaching copy of equipment description from the vendor's catalog.) Equipment such as, classroom tables, chairs, refrigerators and EXPENSIVE equipment are not to be purchased.

- d. Equipment items purchased from LAUSD catalogs are pre-approved by the Environmental Health and Safety Branch. All other items require approval by the Environmental Health and Safety Branch.

2. Imprest Fund

The classroom teacher must have PRIOR APPROVAL by the principal before considering the use of imprest fund, which is utilized for small, unique general items needed in emergency situations.

The following information is outlined on pages 4-5 of Accounting and Disbursements Division, Bulletin No. 9 (Rev.), "Imprest Funds," dated August 30, 1994:

a. Limitations on Use of the Fund

- Equipment not to exceed \$1,000 net price (excluding sales tax and delivery). The administrator is responsible for ensuring that any electrical items have Underwriters Laboratory (UL) listing and grounded electrical cords (three prong plugs or polarized plugs) and that other security policies (e.g., lock-down devices) and safety standards are followed. Playground equipment, tricycles/scooters and similar equipment require prior approval from the Environmental Health and Safety Branch, at (213) 743-5086. Write the date and the name of the person in the Branch who gave approval on the claim form.

- Prior approval by the Environmental Health and Safety Branch is required for purchases on nonstock chemical products. If the item being purchased is not on the approved chemical products list, you must contact the Environmental Health and Safety Branch and obtain approval. Write the date and the name of the person in the Environmental Health and Safety Branch who gave the approval on the claim form. Refer to Business Services Division, Bulletin No. 17, "School Purchase Order," dated September 1, 1994.

b. Prohibited Use of the Fund

Claims will not be approved for items listed below. If an audit should disclose improper reimbursement, the amount expended must be returned to the imprest fund by the fund administrator.

- Alterations to the school facility or grounds, repairs of facilities
- Awards, behavior modification awards of any type, trophies
- Conference or convention attendance fees, registration fees, lodgings, meals
- Contracts, down payments or installment purchases
- Decorations or party supplies, entertainment
- Gifts, clothing, or other items to be given away
- Membership fees
- Payment to speakers, artists, salaries of any kind
- Telephone expenses, transportation

c. Reimbursements

On a regular basis itemized invoices or receipts should be provided to the school office by the SRLDP teacher for reimbursements. The description should include specific details, rather than using such terms as "miscellaneous supplies." Items, such as, cake and punch, purchased for culmination programs must be submitted as "Refreshment based on Budget Services and Financial Planning Division, Bulletin No. 16 (Rev.), 'Use of District Funds for Recognition of Student Achievement,' dated July 5, 1988," on the reimbursement claim forms. For additional information, refer to Accounting and Disbursement Division, Bulletin No. 9 (Rev.), "Imprest Funds," dated August 30, 1994.

C. Instructional Supplies for the Parent Education Program

1. Consumable instructional supplies for the parent education program are permitted from the SRLDP IMA. The SRLDP teacher plans cooperatively with the parent educator and helps complete the transaction for reimbursement. It is anticipated that approximately \$50.00 may be needed for the parent education instructions. This is in addition to school-based supplies. See guidelines previously described for use of the Imprest Fund.

2. Food and beverages are not to be purchased as refreshments for parents with IMA #4227. Food may be purchased for instructional purposes only (e.g., beans for beanbags or vegetables for a nutrition lesson). Reimbursement will not be made for nonnutritional refreshments, such as, cakes, cookies, tea and coffee.
3. When it is necessary to make purchases for parents' lessons, the following procedures, outlined by Accounts Payable, must be adhered to:
 - a. Itemized receipts (either the cash register printout or a handwritten itemization), which are kept on file for audit purposes, must be turned in to the local school office.
 - b. "INSTRUCTIONAL SUPPLIES - FOOD, FELT, ETC." should be written on the imprest reimbursement statement.

D. Instructional Supplies for Monthly Parent Meetings

Instructional supplies for the monthly parent meetings, conducted by the SRLDP teacher, are provided from the SRLDP IMA. Exceptions are as noted in item 2 above.

E. Replacement of Stolen Instructional Materiel

Since the District is self-insured, there are no replacement funds to reimburse schools for stolen materiel.

F. Nutrition

1. Nutritional supplies (e.g., milk, fruit, vegetables, etc.) used for the daily language development instructional activities have been defined as instructional materiel and may be paid from Program Code 003/4227. Students/Parents should NOT be asked to provide food or donations; students should not bring lunches/snacks.
2. Two procedures may be used for the purchase of nutrition instructional materiel: School Imprest Fund or the School Cafeteria Account (depending upon cafeteria facilities).
 - a. Imprest Fund
 - This fund is to be used only with prior approval by the principal.
 - The teacher purchases necessary supplies, submits receipts of itemized costs and awaits reimbursement.
 - The principal approves the claim form for reimbursement which must include the following statement:

"THESE ITEMS PURCHASED FOR THE SCHOOL READINESS
LANGUAGE DEVELOPMENT PROGRAM ARE CONSIDERED
TO BE INSTRUCTIONAL MATERIEL."

- Imprest fund claims for reimbursement should be made against Program Code 003/4227 and done frequently so that teachers receive reimbursement promptly.

b. School Cafeteria

- Teachers may request purchase of milk and supplies through the cafeteria manager.
- The cafeteria manager will complete Invoice Form 38.32. The cafeteria manager should be told the amount to be charged to Program Code 003/4227 on a monthly basis. Payment cannot be processed through the imprest fund.
- The principal approves the invoice which must include the following statement:

"THESE ITEMS PURCHASED FOR THE SCHOOL READINESS
LANGUAGE DEVELOPMENT PROGRAM ARE CONSIDERED
TO BE INSTRUCTIONAL MATERIEL."

- The cafeteria manager will then process Invoice Form 38.32, using normal operational procedures. Upon receipt of the invoice, the Cafeteria Accounting Section will debit the fund and program (003/4227) indicated on the invoice.

G. Live Animals for Classroom Use

1. School administrators should establish a procedure for approving requests from teachers for the use of live animals prior to their display in the classroom.
2. Animals should be obtained from the science centers for classroom study. This procedure allows personnel at the centers to select appropriate animals for the classroom and to screen them for health purposes. It is not appropriate for reptiles, such as iguanas, turtles, and snakes to be in a classroom for children under five years of age because of the risk of salmonella infection.
3. Animals should be kept in an appropriate cage or enclosure that provides maximum containment of the animals, clean and sanitary conditions, shelter and protection from the weather, appropriate temperatures and assures safety for the students. Questions regarding enclosures for specific kinds of animals should be referred to the resource teacher at the local science center.
4. Teachers should instruct students in the handling and care of animals prior to permitting them to perform these activities. Students need to be made aware that many animals, such as, hamsters, are nocturnal in their habits and if disturbed during the day, will frequently bite.

5. All animals should be supplied with suitable and sufficient food and water as often as the feeding habits of such animals require. Students should feed and handle animals under the supervision of the teacher. Feed may be ordered from the local science center.
6. All sick animals must be isolated from healthy animals in such a manner that the illness or disease will not be transmitted to other animals.
7. Every reasonable precaution shall be taken to ensure that animals are not teased, abused, mistreated, annoyed, tormented, or in any manner made to suffer by any person or by any means.
8. Animals whose bite may be poisonous or may cause severe physiological reactions are not permitted in schools. If there is any question concerning safety factors in the use of an animal, elementary teachers should communicate with the staff of the local science center.
9. Hands should be washed after handling animals.

Refer to Office of the Associate Superintendent, Instruction, Bulletin No. 83, "Study, Care, and Treatment of Live Animals in the Classroom," May 1, 1987, and Office of the Deputy Superintendent, Bulletin No. 67, "Risk of Salmonella Infection From Reptiles," June 8, 1995.

V. RECRUITMENT

Pupils who will reach their fourth birthday on or before December 2nd of the current school year, and students (priority) who live within the boundary of their neighborhood public school are eligible to participate.

Every effort should be made to recruit and enroll children who are most in need of this program. Recruitment should be an ongoing activity throughout the school year. Recruitment should begin in early spring. A waiting list should be established and maintained. Each principal, knowledgeable of the school's community, will employ appropriate means of encouraging eligible parents to apply for enrollment.

A. Suggested Methods of Recruitment

1. Community Notification
 - Special notices to be taken home by students (See Sample Letter A from the Office of Student Integration Services.)
 - FREE publicity from news media
 - Assistance from business firms, churches and service clubs
2. Referrals
 - Health and social service agencies
 - School staff members--teacher, nurse, counselor, child welfare worker and school-community coordinator

- Students who transfer from another SRLDP class must be placed on the waiting list.

NOTE: It should be made clear to parents that:

- Registration does not ensure enrollment.
- Enrollment in a School Readiness Language Development Program class in no way replaces the regular kindergarten experience.

VI. CRITERIA FOR SELECTION

- A. It is imperative that every effort be made to select children who will have the greatest benefit from the program.

The principal and the teacher, in conjunction with other key staff members, such as the nurse and child welfare worker, will screen and select pupils for the class.

- B. Careful consideration should be given to the following factors:

1. Age

- Eligible children must have their fourth birthday on or before December 2nd of the enrollment year. YOUNGER OR OLDER CHILDREN ARE NOT TO BE ENROLLED.
- Age is to be verified by the same documents as those acceptable for kindergarten enrollment.
- It is recommended that pupils selected for the class represent a cross section of different ages within the prescribed age range. The oldest children in the group applying are not to be chosen solely on this criterion.

2. Parent Participation

- This is an important component of the program and should weigh heavily on the selection of a student. There should be a definite commitment made by the parent or substitute adult to attend 10 sessions of parent education instruction, attend monthly workshops/ meetings and parent conferences, and participate in the classroom on a regular basis.
- Nonparticipation by a parent (or adult substitute) can result in replacement of a student with someone from the waiting list. No child should be dropped by the SRLDP teacher for any reason without approval by the principal. Each case should be considered on an individual basis.

Many of our parents obtain jobs after enrolling their children in SRLDP. Students of working parents should not be dropped solely because the parents are not able to participate in the suggested activities. Parents can be given projects to complete at home and

return to the classroom (e.g., tracing items for students to cut) and can attend night or Saturday parent education classes when they are provided. The SRLDP Parent Education teacher advisers should be contacted at (213) 625-5551, when the need exists for Saturday or evening classes.

- If a parent of a selected pupil is unable to fulfill parent participation commitments, a substitute adult should assume these responsibilities.

3. Other Factors

- Priority given to residents within the school boundary
- Limited-English Proficient and Non-Standard English - child or family
- Sex Balance - It is desirable when possible to have a 50:50 ratio of boys and girls, but a 40:60 ratio is suggested as the maximum of variation.
- Ethnic Balance - It is desirable to have the class be representative of the school's racial/ethnic composition.
- One Parent Family - existence of problems, such as, desertion, divorce, etc.
- Family Receiving Welfare Assistance, i.e., Department of Public Social Services (DPSS), Aid for Families with Dependent Children (AFDC)
- Unemployment - major wage earners
- Housing Condition and Space - relating to size of family
- Health Status - family members
- Size of Family - large families with multiple problems
- School Knowledge of Family - the school's acquaintance with family's needs through older brothers and sisters currently enrolled

VII. OPERATIONAL DETAILS

A. Enrollment

An enrollment of 15 students is to be maintained in each class session (30 per program). Fifteen will be the maximum number of students enrolled per class. Waiting lists must be kept current. In the event that the total enrollment should drop below 30 and the school has no waiting list, notification must be given to the Central SRLDP Office.

B. Class Hours

Classes should begin within 5 school days of the beginning of the school year. Recruitment and enrollment are continuous and should have begun in early spring. The first week of school can be used for interviewing and selecting additional pupils. Enrollment should be ongoing to fill vacancies up to three weeks prior to the close of the school year. With approval by the principal, students with continued or frequent absences should be replaced with children from the waiting list. (Students absent for two weeks or more should be considered for being dropped from the program.)

Monday through Thursday all students attend classes based on the following operational calendar:

- Traditional - 2 hours 20 minutes
- LEARN - 2 hours 20 minutes
- 60/20, Schedules A, B, C, D - 2 hours 20 minutes
- 90/30, Schedules A, B, C, D - 2 hours 20 minutes
- Concept 6, Schedules A, B, C - 2 hours 35 minutes
- Concept 6 Modified, Schedules A, B, C - 2 hours 35 minutes

A full instructional period must be provided for pupils exclusive of federal breakfast and/or lunch program.

SRLDP students will observe the policy followed by the entire school regarding pupil-free day at the semester break or at the end of the school year.

STUDENTS ARE EXPECTED TO ATTEND CLASSES UNTIL THE FINAL DAY OF THE SCHOOL YEAR REGARDLESS OF THE CULMINATION DATE AND WHETHER OR NOT THE FIRST WEEK WAS USED FOR INTERVIEWING.

C. Staff Development

1. Orientation meetings are provided for all new SRLDP teachers at the beginning of each school year and for newly assigned principals to schools with SRLDP.
2. Friday of each week is reserved for staff development sessions at the Central/Cluster and local school sites. Those sponsored by the Central/Cluster offices are mandatory for teachers and paraprofessionals.
 - Central staff development meetings will be held at Davidson Conference Center on the campus of the University of Southern California (USC). Central meeting dates for each year are indicated on the SRLDP Master Calendar of Activities.
 - Promptness at these meetings is emphasized.
 - Young children cannot be accommodated at Central staff development meetings. SRLDP staff will need to make special arrangements.
 - Everyone is expected to attend the assigned session for their Cluster and to its conclusion. When emergencies necessitate leaving earlier, a member of the Central staff should be informed.
 - Teachers and paraprofessionals should call the Central office at (213) 625-6532 prior to or by the Monday following any Central meeting they are unable to attend, including off-track personnel in multi-track schools.
 - Teachers and paraprofessionals who drive to Davidson Conference Center for Central meetings will be reimbursed for mileage. Round-trip mileage is paid to and from the school site. Employees who are

reporting to Davidson Conference Center from home must deduct from the total mileage the lesser of:

- the distance from home to Davidson Center or
- the distance from home to the school site.

Complete Form 34-AEH-12, Rev. 7/81, DAILY MILEAGE STATEMENT, and submit to person responsible for reporting time at school site.

See Controlling Division, Bulletin No. 6 [Rev.], "Mileage Reimbursement - Employees," dated July 1, 1981, regarding mileage reimbursement.

3. Fridays are also utilized for local school parent-teacher meetings and conferences, teacher-aide instructional planning and staff development.
4. Classroom teachers are responsible for conducting workshops/meetings (monthly basis) during which time they will introduce, reinforce and extend the parent education curriculum and train parents and paraprofessionals for their participation in learning centers and classroom tutoring.
5. On Fridays all SRLDP personnel should be involved in SRLDP activities at the Central/Cluster/school levels. Participation in other projects/activities are not permitted.

D. Parent Participation

This program is designed with parent participation. Each parent participates in 10 instructional sessions with a parent educator, participates regularly in the classroom, and attends meetings, workshops and conferences with the classroom teacher. Interpreters and bilingual materials are provided.

E. Pupils' Records

1. Regular school records shall be established and maintained in the school office for SRLDP pupils as follows:

Enrollment/School Forms

- Enrollment - Use "E" for prekindergarten. "E7" is reserved for regular school kindergarten registration.
- Registration Card (Indicate enrollment in SRLDP and room number in space above kindergarten.)
- Attendance Card
- Emergency Information
- Health History (Completed by the parent/guardian.)
- California School Immunization Record (CSIR) Card
- Health Record Card
- Home Language Survey Form
- Parent Consent/Notification
- PRE-LAS Answer Sheet
- Cumulative Record Card (Indicate SRLDP for grade level.)

Monthly Attendance Records

- Register - At the end of each month, registers must be completed using the forms provided by the SRLDP Central Office. The original should be forwarded to the school office, a copy sent to the assigned adviser at the SRLDP Central Office and a copy placed in the Compliance Notebook.
- Elementary Classification Report - Only when the program is in session should the total enrollment count be recorded on the front and back in the boxes labeled SRLDP. Multi-track schools shall record the total enrollment only on the classification report of the assigned track: A, B, C or D.
- Elementary Statistical Report - SRLDP attendance shall not be included when compiling the regular monthly statistical report.

End-of-School Year Record

- Prekindergarten Inventory - STUDENT PROFILES
(Place in individual cumulative folder at the end of the school year.)
2. All appropriate records should be placed in the individual cumulative folder at the end of each school year.

F. Teachers' Records

1. Each teacher has been provided with materials for the notebook in which to keep documentation of compliance with program guidelines. Documentation in the following areas should be included in the Compliance Notebook:
 - Program Information Sheet
 - Rosters (registers, waiting list)
 - Parent Participation (schedules, agendas, sign-in sheets, parent education)
 - Staff Development (school-site training for paraprofessionals)
 - Articulation (other SRLDP teachers, kindergarten teachers, parent educator, support personnel)
 - IMA (budget worksheets, budget inventory forms, receipts)

Compliance Notebooks should be updated regularly and kept on the teacher's desk daily.

2. Throughout the year, each teacher is responsible for completing annual budget inventory forms which account for the IMA expenditures (instructional supplies, equipment, nutrition, parent education instructional supplies and trips).

Completion of the Budget Inventory Forms are mandated for each program and must be kept in the file forever. At the end of each school year, the original is sent to the SRLDP Central Office, a copy in the classroom file and a copy to the school office.

G. Limited-English-Proficient (LEP) Students

Elementary basic instructional programs begin with SRLDP and continue at the kindergarten level. Participation in these programs will ensure a consistent, sequential and developmental schooling experience for students. Bilingual programs of instruction will be implemented for students who come from homes where a language other than English is spoken and who participate in SRLDP.

LEP students in prekindergarten classes will receive instruction in their primary language.

Prekindergarten programs must be aligned with the bilingual program or the English Language Development Program at the kindergarten level.

Beginning July 1, 1989, potential LEP students (4 years of age) enrolled in SRLDP will be assessed with the Pre-Language Assessment Scales (PRE-LAS) in English. Spanish speaking LEP students will be assessed with the PRE-LAS in Spanish, following District guidelines.

H. Immunizations and Mantoux Tuberculin Skin Test

An official record showing the student's immunization status for diphtheria-pertussis-tetanus (DPT), measles-mumps-rubella (MMR), polio, and Hemophilus Influenza B (HIB) must be presented at the time of enrollment. A photocopy shall be made of this record to be included with the student's health history and health record cards. Schools must observe the following guidelines:

- Students will not be admitted to school unless an official written immunization record is presented at the time of enrollment.
- The record must indicate that all required immunizations have been received.
- The school nurse will record the immunizations on the California School Immunization Record (CSIR) card after the identifying information has been typed on the card by the office.
- The parent/guardian may sign the waiver on the reverse side of the California School Immunization Record (CSIR) card if immunizations are against their belief.
- Immunizations which are withheld due to a medical reason must have a physician's statement indicating the reason and when, if appropriate, the immunization may be received.

The Mantoux tuberculin skin test is not required for SRLDP students. However, it is strongly recommended. It is required for all students new to California schools in Grades K-12.

For further information refer to Student Health Services Division, Bulletin No. 4 (Rev.), "Immunization Guidelines For School Admission," dated April 30, 1990, Bulletin No. 17 (Rev.), "Tuberculosis Examination Requirement

For New Entering Students," dated April 9, 1986, and to Office of the Deputy Superintendent, Memorandum No. 25, "Addition of Hemophilus Influenza B (HIB) Immunization Requirement for Children Under Four Years and Six Months of Age," dated November 23, 1992.

I. Volunteers

1. Authorized adult volunteers should be used to help maintain a 1:5 ratio.
2. Schools are to follow the procedure outlined in Office of Deputy Superintendent, Bulletin No. 68, "Establishing and Administering School Volunteer Programs," dated February 1, 1996, to establish a volunteer program.

It is the responsibility of each school to assure that the appropriate volunteer application be sent to the School Volunteer Program Office for each volunteer. There are two volunteer application forms:

- Parent Volunteer (Parents)
- Generic Volunteer
 - Community volunteers (Baby sitters, friends, college students, etc.)
 - DOVES volunteers (Dedicated older adults, grandparents, etc.)
 - Student volunteers (LAUSD students)

Volunteers whose applications are on file with this office are covered by Worker's Compensation Insurance. (See Attachment B for sample parent volunteer and Attachment C for sample generic volunteer forms. Other languages available.)

3. All adult volunteers participating in SRLDP must have a Mantoux tuberculin skin test done within six months prior to working for the first time. If the Mantoux tuberculin skin test is positive, it must be followed by a chest X-ray. This clearance is valid for 4 years.

Use Attachment A to document evidence of freedom from tuberculosis. Volunteers should present this form to a private physician, clinic or public health agency. Refer to Office of Deputy Superintendent, Bulletin No. 68, "Establishing and Administering School Volunteer Programs," dated February 1, 1996.

For pregnant women with positive Mantoux skin tests, a waiver can be given if a statement is obtained from the health provider or private physician which contains the following information:

- expected date of delivery
- confirmation that the person is under the care of a physician with regularly scheduled appointments and is found to be free of symptoms of active tuberculosis on physical examination

A chest X-ray must be taken within 60 days after delivery.

This information should be publicized to each parent or guardian who registers a child for the School Readiness Language Development Program.

J. Federal Breakfast/Lunch Program

School Readiness Language Development Program pupils, upon application and eligibility determination, may participate in Federal Breakfast and/or Lunch Programs.

Participation in this program should occur before or after the instructional hours of SRLDP.

K. Food Preparation in the Classroom

1. Food should be prepared in a clean area. Adults and students must wash their hands prior to handling food items. (After handwashing, plastic disposable gloves can also be worn by adults.)
2. Nutrition should be simple (e.g., fresh fruit, vegetable slices, juice, milk, crackers). Teachers should follow individual school guidelines and receive site principal's approval regarding preparation and serving of food other than simple items.
3. Because of safety factors, no electrical appliances, such as crock pots, toaster ovens, hot plates, ice crushers, blenders, microwave ovens and popcorn poppers are to be used in SRLDP classrooms. Sharp objects, such as, knives and paper cutters, should be used only when students are not present and should be stored out of their reach.

L. Health Requirements Concerning Food Prepared Outside of School

Observe the following Board Rules regarding food preparation:

Board Rule 2320

Food prepared outside of school premises shall not be served on school premises except as provided by Board Rules, or the National School Lunch Program, or requirements of the Student Health Services Division.

Board Rule 2320.2

Food Cooked in Private Homes. Permission may be granted by school administrators to school-related organizations to serve cookies and cakes which have been cooked in private homes, in campus locations other than the cafeteria. Homemade fruit or berry pies, tarts, or turnovers may also be served.

Positively no home-canned foods, cream fillings, custards, or whipped cream may be used in any of the above products. Also prohibited are other foods, such as, sandwiches, meat loaf, casserole dishes, baked beans, fish, meat, chicken, egg (including deviled eggs), potato or other

salad prepared with mayonnaise, popcorn balls, and other such types of food cooked or prepared at home.

Food brought from home as "pot luck" for adults only is the responsibility of the adults involved in preparation, storage and service. This food may not be offered for sale nor given to students, nor stored or served in the cafeteria.

Board Rule 2320.3

Food Commercially Prepared and Bought from a Licensed Vendor. Permitted are tamales, spaghetti sauce, pizza, enchiladas, hot dogs, sandwiches (except those containing egg and mayonnaise), cookies, cakes, pies, doughnuts, candied apples, and popcorn balls served in non-returnable containers. Canned chili beans (served immediately on opening) are permitted. Concentrated drinks may be bought and mixed with water, but not with milk.

M. Field Trips

1. Refer to Office of Student Integration Services, Reference Guide No. 3 (Rev.), "Educational Field Trips for the School Readiness Language Development Program," dated July 1, 1996.
2. Refer to Office of the Deputy Superintendent, Bulletin No. 64, "Prevention and Management of Medical Emergencies on Field Trips or Other Excursions for Students," September 1, 1994.
3. Walking trips require regular school trip procedures.
4. Parent education classes scheduled on the dates of field trips should not be canceled. The parent educator should conduct the classes with those parents who are not accompanying the SRLDP classes on the bus.

N. Culminations

1. Culminating programs provide an excellent opportunity to demonstrate pupils' growth, to recognize parents' participation, and to thank school personnel for their support throughout the school year. Culminations also provide excellent publicity and can be helpful to schools in the recruitment of the coming year.
2. Culminations develop positive school-teacher-child-parent relationships that continue throughout the student's school career.
3. CULMINATIONS SHOULD BE HELD DURING THE LAST TWO WEEKS OF SCHOOL. "Culmination or end-of-the-year activities are District authorized and may be held during school hours." Refer to Office of Associate Superintendent, Instruction, Bulletin No. 16 (Rev.), "Fifth and Sixth Grade Culmination or End-of-the-Year Activities," dated January 31, 1984.

4. Culminating programs should be simple in organization and should reflect what has been learned throughout the year. Some suggested culmination activities may include one or more of the following: simple nursery rhymes, songs, dances, dramatizations, alphabet- and number-related poems, etc.

CULMINATIONS SHOULD NOT REQUIRE EXTENSIVE USE OF CLASS TIME FOR REHEARSALS or elaborate/expensive costumes. Normal time schedules should be maintained as much as possible.

5. The length of the program should reflect the limits of the attention span of students. It is suggested that culmination not exceed 45 minutes to one hour in length, including the distribution of certificates to students and parents. It is recommended that schools with two or more programs conduct separate culminations in order to maintain a small group setting for students and parents.
6. In keeping with LAUSD policy, graduations are held for twelfth-grade students only. Culmination exercises held for SRLDP students should not be referred to as graduation exercises. Caps and/or gowns are not appropriate attire and are not permitted. See Office of Associate Superintendent, Instruction, Bulletin No. 16 (Rev.), "Fifth and Sixth Grade Culmination or End-of-the-Year Activities," dated January 31, 1984, which states, "... the use of graduation like exercises and dress are reserved specifically for the secondary schools." Central advisers are available to assist in planning culmination activities.
7. Students are expected to attend classes until the final day of the school year even if the culmination date falls prior to the last day of school.

O. Articulation/Clustering

1. The longitudinal study conducted by the Program Evaluation and Assessment Branch pointed directly to the need of careful instructional planning at the kindergarten level for former SRLDP pupils. Instruction should provide opportunities for academic advancement that differs from activities planned for students without preschool experiences. For that reason, it is imperative that there be ongoing articulation among the SRLDP teachers and between the kindergarten staff. (Dates and topics are logged in the Compliance Notebook.)
2. Many schools continue to keep entire classes intact so that student achievement and overall school success can be monitored. This arrangement facilitates the longitudinal study and should be adhered to by schools whenever possible.
3. When circumstances (e.g., language needs, year-round schedules) prevent keeping entire classes together, no fewer than 10 students should be placed in one class for efficiency of teaching and maximum student learning. Past experiences have indicated that students clustered in fewer

numbers pose instructional problems for teachers and lessen academic advancement opportunities for students.

4. With year-round scheduling, schools should consider placing all students on one schedule (track) in one class.

P. Adviser's Visitations

Due to the continual increase in number of programs and new teachers, scheduled visits are not possible and Central advisers will continue to make unscheduled visits.

VIII. PARAPROFESSIONALS

A. General Requirements

The paraprofessionals are important members of the team consisting of the classroom teacher, parent educator, and parent. The classroom teacher is responsible for guiding the program. Paraprofessionals work under the immediate direction of the teacher and observe the teacher as a model. It is important that paraprofessionals enjoy children, are willing to learn how children grow and develop, listen to children, are flexible and able to shift from one activity to another.

The paraprofessional must be willing to confer with the principal and the teacher on different occasions and participate in the following discussions:

- Appropriate behavior of the prekindergarten student
- Goals and objectives of the program
- Daily and long-range plans and schedules
- Confidential observations and discussions related to students
- Relationships with parents, parent participants and volunteers

B. Assistance

1. Work with Teacher

- Set up activities for the indoor/outdoor areas.
- Maintain the materials at various areas.
- Store and put away materials and equipment.
- Help with preparation for special activities.
- Rearrange the environment according to needs as discussed with the teacher.
- Keep an inventory of materials.
- Prepare materials for the next day.
- Help in making teaching aids (i.e., mounting pictures, picture files, science kits, individual folders, etc.).

2. Work with Students

- Assist with instruction and/or supervise students in small groups or individually after receiving specific directions from the teacher.
- Instruct students in small groups or individually using the student's primary language under the supervision of the teacher.
- Read to students in the appropriate language.
- Help at designated work area or activity.
- Help students in placement and storage of materials.
- Assist in greeting and dismissing students.
- Assist students in care of personal needs: lavatory, handwashing, etc.
- Help students in the care of animals and plants.
- Assist in all other ways possible to release the teacher to concentrate on individual, cluster or group instruction.
- When the regular or substitute SRLDP teacher is not present, classroom supervision and instruction responsibility shall be assigned to an employee who possesses a teaching credential.

3. Work with Parents

- Be a liaison between parent and teacher, strengthening school-parent-community relations.
- Assist parent participants in learning classroom routines.
- Act as interpreter in language situations where the paraprofessional speaks the same language as the parent.
- Bilingual paraprofessionals may be released to interpret for parent education classes as needed.

4. Other Duties

While paraprofessionals are not certificated teachers, they are members of the school staff. They transmit feelings, habits and skills to students, who imitate all adult models with whom they come in contact. It is important, therefore, that the paraprofessionals should:

- Practice appropriate grooming that is conducive to participating in the activities of four-year olds.
- Exhibit a cooperative, friendly attitude which will help maintain the professional atmosphere of the school.

For more information regarding paraprofessionals, refer to the Paraprofessional Handbook, 1989, published by the Office of Student Integration Services. Also refer to Unit B and Unit F Agreements for additional information.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Student Integration Services

REFERENCE GUIDE NO. 1 (Rev.)
July 1, 1996

ATTACHMENT A

Date: _____

Dear Volunteer:

All volunteers must be free of active tuberculosis before they start work. A TB skin test (Mantoux) is mandatory. Multiple puncture tests are not acceptable. If it is positive, a chest X-ray will be required. Chest X-rays without a history of a previous positive Mantoux cannot be accepted. This information must be included on the letter below.

Please take this letter to a private physician, clinic, or public health agency. If you are unable to pay the fee required by a public health agency, you may request to have the fee waived.

Principal

.....
TO BE COMPLETED BY PHYSICIAN/CLINIC:

PATIENT'S NAME _____ BIRTHDATE _____

SCHOOL _____

THERE IS NO EVIDENCE OF ACTIVE TUBERCULOSIS AS DETERMINED BY:

____ MANTOUX SKIN TEST (5 TU PPD)
____ CHEST X-RAY (ACCEPTABLE ONLY IF MANTOUX POSITIVE)

DATE MANTOUX GIVEN _____ DATE MANTOUX READ _____ DATE OF X-RAY _____

MANTOUX GIVEN BY _____

____ HISTORY OF POSITIVE MANTOUX

X-RAY IMPRESSION _____

SIGNATURE OF PHYSICIAN

DATE REPORT SIGNED

PRINT NAME OF PHYSICIAN

DEGREE

STATE LICENSE NUMBER

BUSINESS ADDRESS _____

TELEPHONE () _____ STREET _____ CITY _____ ZIP CODE _____

Deputy Superintendent,
Human Resources, Parent
and Community Relations

LOS ANGELES UNIFIED SCHOOL DISTRICT
Student Integration Services

REFERENCE GUIDE NO. 1 (Rev.)
July 1, 1996

ATTACHMENT B

Parent Volunteer

The parent application must be completed and filed with the Office of School Volunteer Programs for volunteers to be covered by Worker's Compensation Insurance. Teachers should make a copy for the classroom files before sending to the Office of School Volunteer Programs, G-253.

LOS ANGELES UNIFIED SCHOOL DISTRICT VOLUNTEER APPLICATION	
(FOR PARENTS WORKING IN THEIR OWN SCHOOL)	
TO BE COMPLETED BY SCHOOL PERSONNEL	
DATE APPLICATION RECEIVED: MONTH _____ DAY _____ YEAR _____	
SCHOOL ASSIGNED & DISTRICT/DIVISION _____	
DATE OF SAN TEST OR X-RAY: MONTH _____ DAY _____ YEAR _____	
VOLUNTEER COORDINATOR _____	
TO BE COMPLETED BY VOLUNTEER OFFICE	
CIRCLE MAILING LIST (DATE) _____ ID SENT (DATE) _____	

PRINT or TYPE the following information and return to:
Los Angeles Unified School District
School Volunteer Programs
450 North Grand Avenue, Room G-253
Los Angeles, CA 90012
(213) 625-6900 SF: (818) 997-2300 Ex
Fax: (213) 680-1611



CIRCLE ONE MR MRS MISS MS OTHER _____

FIRST NAME _____ LAST NAME _____

MAILING ADDRESS _____

City _____ ZIP _____ PHONE _____

IN CASE OF AN EMERGENCY PLEASE CALL _____

MAILING ADDRESS _____

City _____ ZIP _____ PHONE _____

WOULD PREFER TO WORK WITH (CIRCLE ONE): ELEMENTARY SECONDARY STUDENTS

MY SPECIAL INTERESTS ARE _____

MY CHILD'S/CHILDREN'S SCHOOL(S) _____

THE LOS ANGELES AND THE CALIFORNIA STATE BOARDS OF EDUCATION REQUIRE THAT ALL SCHOOL VOLUNTEERS AND EMPLOYEES BE TESTED FOR POSSIBLE EXPOSURE TO TUBERCULOSIS EVERY FOUR YEARS. VOLUNTEERS MUST SHOW PROOF OF TUBERCULOSIS CLEARANCE WITHIN 30 MONTHS PRIOR TO VOLUNTEERING. THE INITIAL EXAMINATION MUST CONSIST OF A MANTOUX SKIN TEST. VOLUNTEERS MAY BE TESTED BY THEIR OWN PHYSICIAN OR VISIT A LOS ANGELES COUNTY HEALTH CENTER. LAUSD STUDENTS ARE EXEMPT FROM THIS TB TEST REQUIREMENT. VOLUNTEERS WHOSE APPLICATIONS ARE ON FILE WITH THIS OFFICE ARE COVERED BY WORKER'S COMPENSATION INSURANCE.

SERVE UNDER PENALTY OF PERJURY AND IN CONFORMANCE WITH EDUCATION CODE SECTION 35021 THAT I AM NOT REQUIRED TO REGISTER AS A SEX OFFENDER PURSUANT TO PENAL CODE SECTION 260.

MY SIGNATURE _____ DATE _____

APPROVED BY _____

PRINCIPAL'S SIGNATURE _____ SCHOOL _____

TEACHER COORDINATOR _____

Appendix B

Charts: Historical Summaries

Figure1. Number of Schools with SRLDP

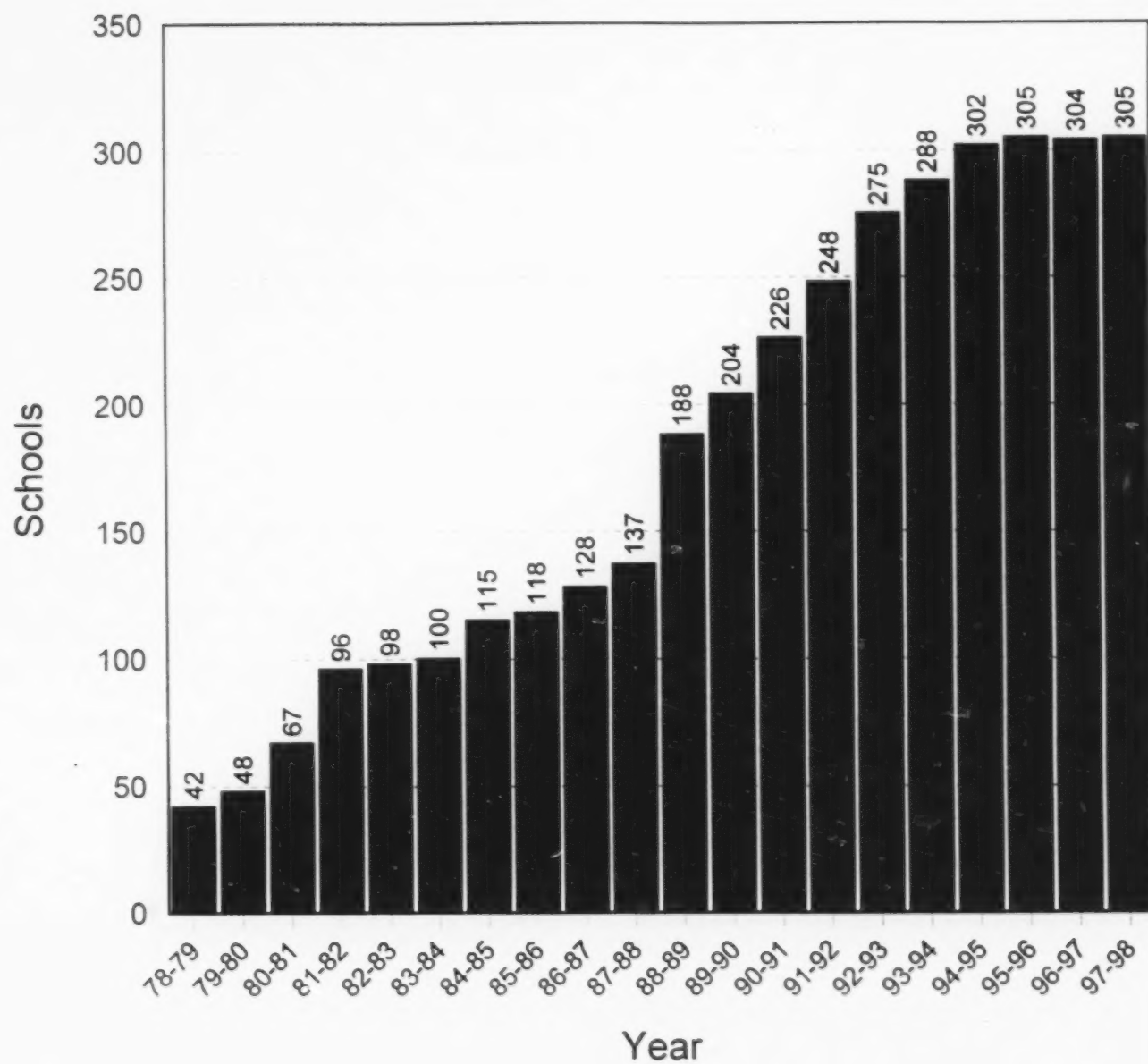


Figure 2. Number of SRLDP

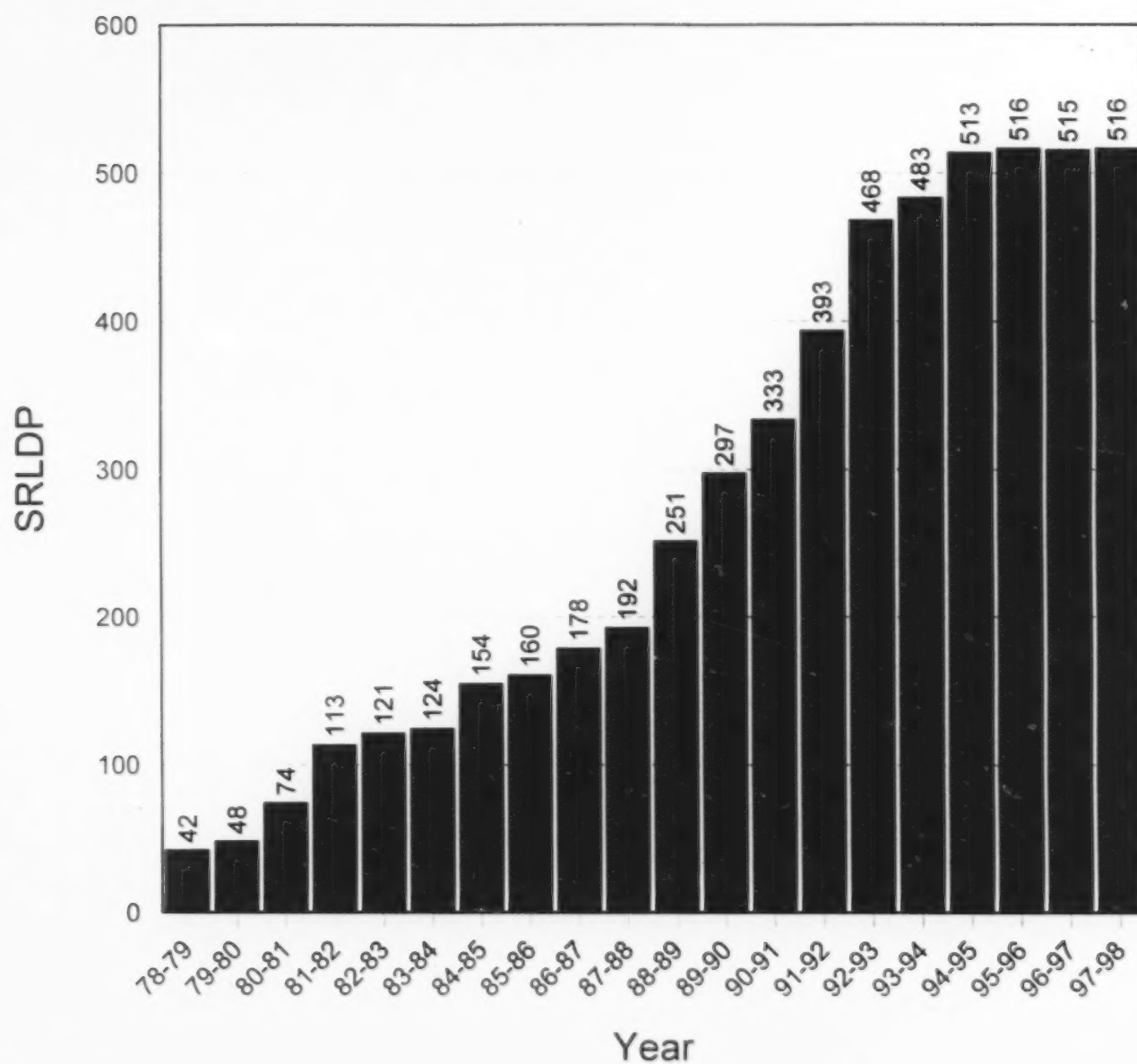
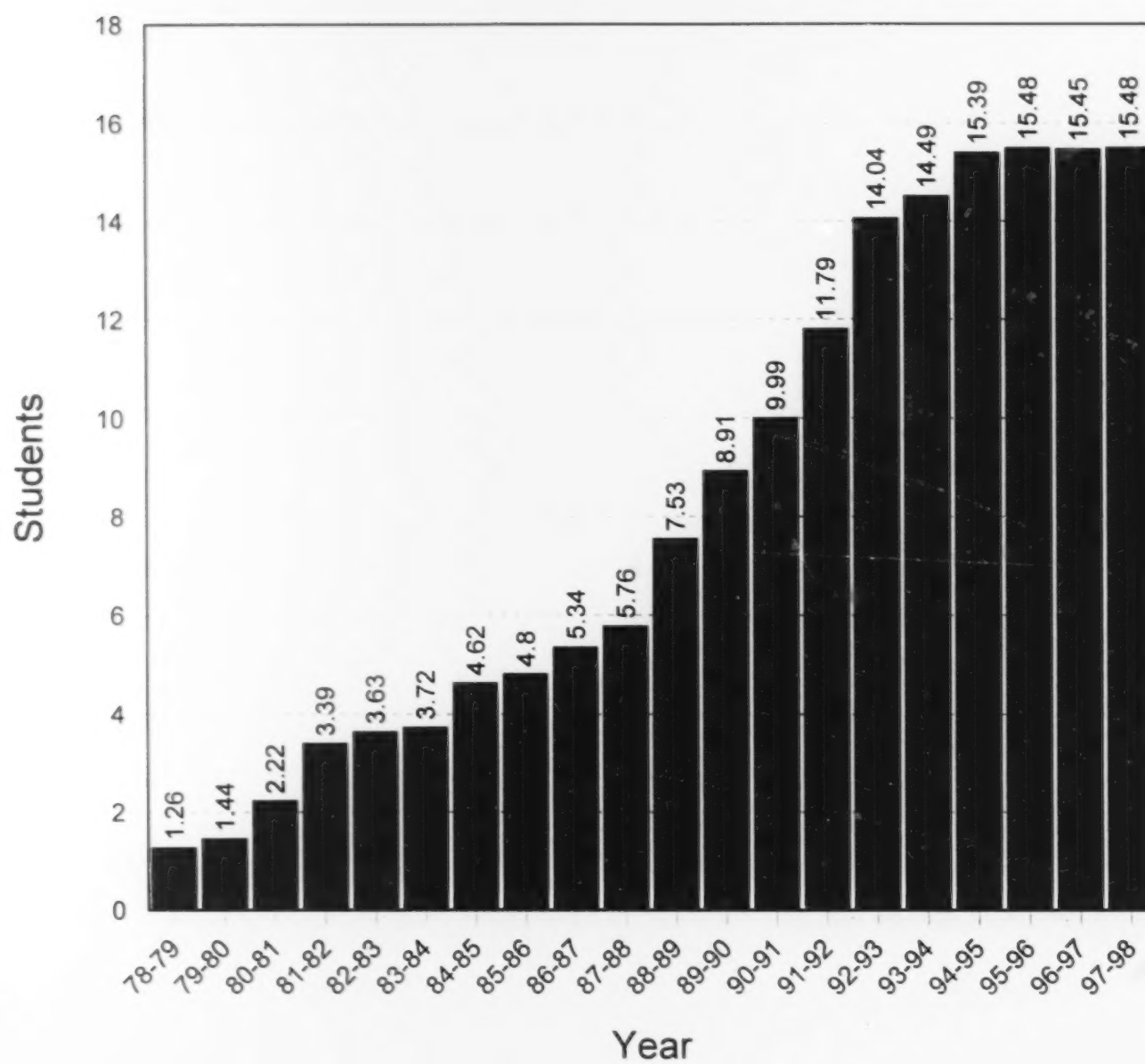


Figure 3. Number of SRLDP Students (Thousands)



Appendix C

List of Participating Schools

Participating Schools and Number and Percent of SRLDP Students

SCHOOL	NUMBER	PERCENT	CUMULATIVE PERCENT
52 nd STREET	31	1.1	6.3
61 st STREET	29	1.0	7.4
93 rd STREET	30	1.1	8.5
102 nd STREET	59	2.1	21
112 th STREET	29	1.0	3.2
186 th STREET	57	2.1	5.2
ALBION	28	1.0	9.5
ALLESANDRO	60	2.2	11.6
AMESTOY	27	1.0	12.6
ARCO IRIS PRIMARY	28	1.0	13.6
ASCOT	29	1.0	14.7
BALDWIN HILLS	18	.6	15.3
BARRETT	30	1.1	16.4
BARTON HILL	60	2.2	18.5
BERTRAND	30	1.1	19.6
BRAINARD	30	1.1	20.7
BRIDGE	8	.3	21.0
BUDLONG	59	2.1	23.1
CAMELLIA	58	2.1	25.2
CANTARA	30	1.1	26.3
CAROLDALE	30	1.1	27.4
CENTURY PARK	53	1.9	29.3
CHAPMAN	30	1.1	30.3

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Participating Schools (Continuation)

SCHOOL	NUMBER	PERCENT	CUMULATIVE PERCENT
COLISEUM	30	1.1	31.4
DAYTON HEIGHTS	30	1.1	32.5
DELEVAN DRIVE	29	1.0	33.5
DOLORES	60	2.2	35.7
EL SERENO	29	1.0	36.8
FAIR	30	1.1	37.8
FLOURNOY	29	1.0	38.9
GATES	29	1.0	39.9
GLEN ALTA	26	.9	40.9
HALLDALE	28	1.0	41.9
HAWAIIAN	56	2.0	43.9
HILLSIDE	29	1.0	44.9
HUGHES	29	1.0	87.1
HYDE PARK	59	2.1	47.0
KESTER	29	1.0	48.1
LA SALLE	45	1.69	49.7
LIGGETT	30	1.1	51.8
LORETO	27	1.0	52.8
LOS ANGELES	30	1.1	53.9
MANHATTAN PLACE	57	2.0	55.9
MARVIN	58	2.1	58.0
MC KINLEY	29	1.0	59.1
MENLO	57	2.1	61.1
MIDDLETON	60	2.2	63.3

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Participating Schools (Continuation)

SCHOOL	NUMBER	PERCENT	CUMULATIVE PERCENT
MIRAMONTE	60	2.2	65.4
MONTARA	30	1.1	66.5
NAPA	30	1.0	67.6
NEVIN	30	1.1	68.7
OSCEOLA	30	1.1	69.8
PARMELEE	30	1.1	70.8
PLAYA DEL REY	28	1.0	71.9
POLITI	29	1.0	50.8
ROSCOE	28	1.0	72.9
ROWAN	56	2.0	74.9
SAN FERNANDO	57	2.1	76.9
SAN MIGUEL	27	1.0	77.9
SATURN	58	2.1	80.0
SELMA	29	1.0	81.0
SHENANDOAH	30	1.1	82.1
SOTO	29	1.0	83.2
STANFORD	53	1.9	85.1
STONER	29	1.0	86.1
TOLAND WAY	28	1.0	88.2
UTAH	56	1.95	90.2
VAN NUYS	73	2.6	92.8
VICTORIA	32	1.2	94.0
VIRGINIA ROAD	29	1.0	95.0
WALNUT PARK	30	1.1	96.1

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Participating Schools (Continuation)

SCHOOL	NUMBER	PERCENT	CUMULATIVE PERCENT
WESTERN	26	9	97.0
WILMINGTON PARK	28	1.0	98.0
WOODCREST	55	2.0	100.0
Total	2778	100.0	100.00

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Appendix D
Student Profile

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Student Integration Services

SCHOOL READINESS LANGUAGE DEVELOPMENT PROGRAM (SRLDP)

STUDENT PROFILE

Name _____ Birthdate _____ Date _____

School _____ Teacher _____

I. Social/Emotional Development	Not Yet	Sometimes	Often
1. Identifies self (e.g., name, gender, age)	_____	_____	_____
2. Has awareness of own ethnic origin	_____	_____	_____
3. Works/plays independently	_____	_____	_____
4. Follows routines	_____	_____	_____
5. Works/plays cooperatively with others	_____	_____	_____
6. Appropriately resolves conflicts	_____	_____	_____
7. Self-selects tasks	_____	_____	_____
8. Demonstrates self confidence	_____	_____	_____
II. Cognitive Development	Not Yet	Sometimes	Often
1. Shows desire to learn	_____	_____	_____
2. Makes observations and discoveries	_____	_____	_____
3. Uses information in context	_____	_____	_____
4. Completes tasks	_____	_____	_____
5. Classifies objects	_____	_____	_____
6. Sequences events	_____	_____	_____
7. Has awareness of patterns	_____	_____	_____
8. Identifies objects by name	_____	_____	_____
9. Makes comparisons	_____	_____	_____
10. Uses words to describe objects	_____	_____	_____
11. Has an awareness of roles in society	_____	_____	_____
12. Uses one-to-one correspondence	_____	_____	_____
13. Sings simple songs	_____	_____	_____
14. Participates in finger plays and rhymes	_____	_____	_____
15. Listens attentively	_____	_____	_____
16. Follows directions	_____	_____	_____
17. Uses words to communicate	_____	_____	_____
18. Talks with others	_____	_____	_____
19. Participates in group discussions	_____	_____	_____
20. Shows enjoyment of books and stories	_____	_____	_____
21. Expresses self creativity	_____	_____	_____
III. Physical Development	Not Yet	Sometimes	Often
1. Climbs up, down and through outdoor equipment	_____	_____	_____
2. Catches objects	_____	_____	_____
3. Throws objects	_____	_____	_____
4. Coordinates eye and hand movement	_____	_____	_____
5. Discriminates sounds (e.g., volume, pitch, rhythm)	_____	_____	_____
6. Discriminates visually (e.g., puzzles, matching)	_____	_____	_____

Comments: